

# **Unit 22: Introduction to Physical Disability**

**Unit reference number: M/616/7306**

**Level: 2**

**Unit type: Optional**

**Credit value: 2**

**Guided learning hours: 19**

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## **Unit summary**

There are many people in the UK living with physical disabilities and care providers are important in helping to meet their diverse needs. In many areas of society, people with disabilities are viewed as dependent on others, passive and not in control of their own lives or personal finances. Individuals with disabilities are often seen in terms of their disability rather than in terms of their value as a person.

This unit introduces you to the different types of physical disability, their causes and how individuals may be affected in different ways. People with disabilities face challenges in daily living. These may be physical challenges relating to mobility or communication. They may also be difficulties in understanding or being understood or to their social and emotional wellbeing, including the impact on their self-image and self-esteem. You will consider these challenges and examine ways to support people with disabilities to overcome them.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know the importance of differentiating between the individual and the disability</p>	<p>1.1 Describe why it is important to recognise and value individuals as people</p> <p>1.2 Identify the importance of recognising the individual's strengths and abilities</p> <p>1.3 Describe how to work in a person-centred way that fully involves individuals</p>
<p>2 Know types of physical disability</p>	<p>2.1 Define the term 'physical disability'</p> <p>2.2 Describe the characteristics and causes of congenital disabilities</p> <p>2.3 Describe the characteristics and causes of acquired disabilities</p> <p>2.4 Describe the characteristics and causes of progressive disabilities</p>
<p>3 Understand how the challenges of living with a physical disability can be addressed</p>	<p>3.1 Identify social and physical barriers that can have a disabling effect on individuals</p> <p>3.2 Explain positive and negative attitudes towards individuals with a disability</p> <p>3.3 Describe steps that can be taken to challenge and change discriminatory attitudes</p> <p>3.4 Describe the impact of disability legislation on community attitudes and practices</p> <p>3.5 Describe the effects that having a physical disability can have on a person's day-to-day life</p> <p>3.6 Describe the importance of positive risk taking for individuals with physical disabilities</p>

Learning outcomes	Assessment criteria
<p>4 Know the importance of independence and inclusion for individuals with physical disabilities</p>	<p>4.1 Describe how individuals with physical disabilities can be in control of own care needs and provision of social care services</p> <p>4.2 Describe the importance of supporting independence and inclusion within the community</p> <p>4.3 Describe how to assist with independence and inclusion within the community</p>

## Content

### What needs to be learned

#### Learning outcome 1: Know the importance of differentiating between the individual and the disability

##### Recognise and value an individual as a person

- Confidence.
- Self-esteem.

##### An individual's strengths and abilities

- The individual is the person requiring care or support; it will usually mean the person or people supported by the learner.
- Strengths – abilities, skills, interests.
- Abilities – their own ability and support required to achieve their goals, aims, needs.

##### Person-centred working

- Person-centred assessment.
- Needs-led assessment.

#### Learning outcome 2: Know types of physical disability

##### Types of disability

- Physical disability, which may be caused by trauma, congenital conditions, progressive conditions, neurological conditions, sensory conditions.
- Congenital disabilities:
  - cerebral palsy
  - cystic fibrosis
  - spina bifida
  - congenital heart conditions
  - muscular dystrophy
  - congenital hip disorder.
- Acquired disability:
  - Accident-related injuries, e.g. head trauma, spinal injuries, loss of vision, loss of hearing, injured/loss of limbs
  - Illness- and health-related disabilities, e.g. post-stroke, post-traumatic stress, arthritis, mental illness, stress.
- Progressive disabilities (can also include neurological conditions):
  - motor neurone disease
  - multiple sclerosis
  - Parkinson's.

## What needs to be learned

### Learning outcome 3: Understand how the challenges of living with a physical disability can be addressed

#### Barriers that can have a disabling effect on an individual

- Social:
  - attitudes of others
  - lack of public transport
  - inaccessible public buildings.
- Physical:
  - lack of ramps
  - lack of lifts
  - uneven ground
  - narrow doorways.

#### Attitudes towards individuals with a disability

- Positive attitudes:
  - inclusion in the media
  - educational awareness
  - increased job opportunities.
- Negative attitudes:
  - prejudice
  - discrimination
  - exclusion.

#### Challenging and changing discriminatory attitudes

- Positive role models.
- Speaking out.
- Education.

#### Disability legislation

- Equality Act 2010.
- Adherence to disability legislation.
- The Disability Discrimination Act 1995 (Amendment) Regulations 2003.
- Disability Discrimination Act 2005.

#### The effects that a physical disability can have on a person's day-to-day life

- Socioeconomic effects of physical disability:
  - ability to work
  - access to benefits
  - limited educational opportunities
  - discrimination.

## What needs to be learned

- The effects of physical disability on day-to-day life:
  - physical health
  - education
  - housing
  - employment
  - access to cultural/leisure activities
  - mobility
  - relationships

### Positive risk taking

- The rights of the individual to make their own decisions.
- The role of the care team, family and friends in supporting individuals to take risks safely.
- Positive risk taking and its contribution to achieving fulfilling and meaningful life experiences.

### Day-to-day life

- Education opportunities.
- Housing.
- Employment.
- Access to leisure activities.
- Relationships.
- Healthcare.

## Learning outcome 4: Know the importance of independence and inclusion for individuals with physical disabilities

### Independence

- Informed choice.
- Informed decision-making.
- Duty of care.

### Supporting independence and inclusion

- The importance of inclusion.
- Groups for mixed abilities, e.g. Phab.
- Maintaining access provision.

### Assist independence and inclusion within the community

- Aids to independent living.
- Personal assistants.
- Positive role models.
- Education.

## Information for tutors

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### Suggested resources

#### Websites

<a href="http://www.disabilityjobsite.co.uk">www.disabilityjobsite.co.uk</a>	Jobsite that assists people with a disability to participate actively in employment and plays a critical role in supporting people with a disability to gain employment.
<a href="http://www.disabilityrightsuk.org">www.disabilityrightsuk.org</a>	A group of disabled people leading change, working for equal participation for all.
<a href="http://www.in-control.org.uk">www.in-control.org.uk</a>	A national charity working for an inclusive society where everyone has the support they need to live a good life and make a valued contribution.
<a href="http://www.jrf.org.uk">www.jrf.org.uk</a>	Joseph Rowntree Foundation, an independent organisation working to inspire social change through research, policy and practice.
<a href="http://www.leonardcheshire.org">www.leonardcheshire.org</a>	Charity supporting disabled people in the UK and around the world to fulfil their potential and live the lives they choose.
<a href="http://www.phab.org.uk">www.phab.org.uk</a>	A national charity supporting social activities and sports for children and adults of all ages and abilities in England and Wales.
<a href="http://www.scope.org.uk">www.scope.org.uk</a>	Scope exists to make this country a place where disabled people have the same opportunities as everyone else.

#### Other

- Aiden H, McCarthy A (for Scope) – *Current Attitudes towards Disabled People* (2014)
- The Office of Disability Issues – *Public Perceptions of Disabled People* (2011)  
ISBN 13 9781849475013
- Joseph Rowntree Foundation – *Person Centred Planning in Social Care* (2006)  
ISBN 13 9781859354797
- Isle of Wight Council Community Services and Isle of Wight NHS Primary Care Trust  
*Managing Risk Positively* (2009)

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.